The Influence of the Effectiveness of Visual Learning Media on Economic Learning Outcomes across Interests of Class X Students at SMAN 1 Kampar Kiri

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Abstract
This study aims to determine the effect of the effectiveness of visual learning media on economic learning outcomes across interests of class X students at SMAN 1 Kampar Kiri. The method used in this study is a correlational method with a quantitative approach. The sample used in the study was 73 people. The data collection method used in this study used questionnaires and tests, test instruments to determine learning outcomes and questionnaires to determine student responses to the use of visual power point media. The analytical techniques used were descriptive analysis, classical assumption tests and simple linear regression. The research results obtained showed that the effectiveness of visual learning media had a positive and significant effect on student learning outcomes with the regression equation $Y = 4,272 + 0.813 (X)X1 + e$ and contributed 48% and the rest was influenced by other factors not examined.
Keywords: Learning Media, Learning Outcomes

INTRODUCTION

In order to achieve educational and teaching goals, teachers are required to have the ability and skills to manage teaching components. One of the abilities that must be possessed by the teacher is to master and be skilled in using learning media in the teaching and learning process or in order to improve the quality of education. Komalasari (2010) says that "learning is an activity where a person makes or produces a change in behavior that is in him in knowledge, attitudes and skills. To achieve optimal educational results, the role of the teacher is highly prioritized, where the role of the teacher in the teaching and learning process is as a facilitator or driver of the teaching and learning process activities. The current rapid development of technology makes educators have to use various media in order to attract students' interest in learning so as to get a pretty good grade of student learning outcomes.

Education is said to be successful if the teaching and learning process is carried out effectively and efficiently which can be seen from the results of student learning to achieve the goals that have been set. Learning outcomes are one aspect that needs to be considered in planning learning. According to Sudjana (2004) "Learning outcomes are the abilities possessed by students after receiving their learning experience." Learning outcomes have an important role in the learning process because they provide information to teachers about student progress in an effort to achieve learning goals. According to Septiana (2019) Learning outcomes are real results and are achieved by students in efforts to master the physical and mental abilities of the school which are reflected in the form of transcripts each semester. In this case, schools will do their best to improve student learning outcomes, and teacher creativity in learning needs to be carried out with innovative activities equipped with

adequate facilities and infrastructure for teaching activities to achieve a learning goal. According to Susanto (2013) changes that occur in students, both concerning cognitive, affective, and psychomotor aspects as a result of learning. The notion of learning outcomes is emphasized by Nawawi (in Susanto, 2013) who states that learning outcomes can be interpreted as the level of success of students in learning subject matter at school which is expressed in scores obtained from test results regarding a certain subject matter.

Through learning media, teachers can present learning material that is abstract in nature to be concrete so that it is easy to understand and can eliminate verbalism. For example, to convey economic material, it can be presented visually, for example, such as; showing slide films, photographs, pictures, power points, and learning videos. According to Sardiman (2008) states that "media are all physical tools that can present messages and stimulate students to learn. Books, films, tapes, frame films are examples. According to Rodhatul Jennah (2009) learning media is anything that can be used to convey messages (learning materials), so that it can stimulate attention, interest, thoughts and feelings of students in learning activities to achieve certain learning goals. According to Sanjaya (2008) Visual media is media that can only be seen, does not contain sound elements. Included in the visual media are slide films, photographs, transparencies, paintings, drawings and in the form of printed materials such as graphic media. The use of visual media in learning in the classroom can increase student learning interest so that students' attention to learning material can be further increased so that student learning outcomes also increase. As an example; before explaining the subject matter on the basics of economics, the teacher will display a discussion of the material on the basics of economics through power point with the help of a projector and interesting pictures that will make students more interested in learning. Visual learning media is one of the learning tools used to encourage students to be active and participate in the learning process, and help each other in mastering learning material to achieve maximum results.

RESEARCH METHODS

This research will be conducted at SMAN 1 Kampar Kiri, Jl. Fold Cloth, Kampar Kiri, Kampar Regency. With the subject of SMAN 1 Kampar Kiri and the object being class X students. In this study, the population and sample were all class X SMAN 1 Kampar Kiri with a total of 73 students. The data collection method used in this study used a questionnaire (questionnaire) and tests, test instruments to determine learning outcomes and questionnaires to determine students' responses to the use of visual power point media. The data analysis technique used in this study is descriptive analysis, classical assumption test and hypothesis testing using simple linear regression.

RESEARCH RESULTS AND DISCUSSION
Learning Media Effectiveness

The results of the descriptive analysis of learning media variables can be seen in table 1

Table 1. Descriptive Level of Effectiveness of Learning Media

No	Interval	Category	Frequency	Percentage %
1	22,76 – 28	Very good	43	58,9
2	17,6 – 22,75	Good	25	34,2
3	12,26 – 17,5	Not good	2	2,7
4	7 – 12,25	Very Less Good	3	4,1
Total			73	100

Based on Table 1, it illustrates that the use of visual learning media is in the very good category, namely 43 students or 58.9%. This means that the use of visual learning media in economic learning can support the learning process well. This can be caused by the use of visual learning media which is relatively easy and interesting, students can review information, material or assignments given by the teacher.

Learning Outcomes

The results of the descriptive analysis of the learning outcomes variables can be seen in table 2.

Table 2. Descriptive Data on Learning Outcomes

No	Interval	Category	Frequency	Percentage %
1	22,76 – 28	Very good	48	65,8
2	17,6 – 22,75	Good	15	20,5
3	12,26 – 17,5	Not good	7	9,6
4	7 – 12,25	Very Less Good	3	4,1
Total			73	100

Based on table 2, it illustrates that the learning outcomes are in the very good category (48 students, 65.8%), meaning that the learning outcomes of class X students of SMAN 1 Kampar Kiri are in a very good learning process. Students who have very good learning outcomes are generally able to achieve success in the learning process and output.

Normality Test

The normality test aims to find out whether the data used for research is normally distributed or not (Imam Ghozali, 2018). If the significance value is > 0.05, the data is normally distributed, and vice versa, if the significance value is <0.05, the data is not normally distributed.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test		Instructional Media	Learning Outcomes
N		73	73
Normal Parameters[a,b]	Mean	227.945	227.945
	Std. Deviation	378.212	443.458
Most Extreme Differences	Absolute	.118	.196
	Positive	.084	.120
	Negative	-.118	-.196
Kolmogorov-Smirnov Z		1.010	1.676
Asymp. Sig. (2-tailed)		.260	.157
a. Test distribution is Normal.			

The normality test results with the one sample Kolmogorov-Smirnov statistical test can be seen in the table that learning media and student learning outcomes are normally distributed. This can be seen from the significance value greater than 0.05, namely learning media of 0.260 and learning outcomes of 0.157 which means that the data is normally distributed or meets the normality test requirements.

Linearity Test

The linearity test aims to determine whether two variables have a linear relationship or not significantly. This test is used as a prerequisite in correlation or linear regression analysis.

The criterion is, if the significance value for the deviation from linearity is above 5%, then the relationship between the independent variable (X) and the dependent variable (Y) is declared linear.

Table 5. Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
			ANOVA Table				
Learning Outcomes * Effectiveness of Learning Media	Between Groups	(Combined)	826.888	13	63.607	6.371	.000
		Linearity	680.085	1	680.085	68.121	.000
		Deviation from Linearity	146.804	12	12.234	1.225	.288
	Within Groups		589.029	59	9.984		
	Total		1415.918	72			

Based on the results of the analysis in the table it is known in the ANOVA table that the significance of the Deviation from Linearity is 0.288 meaning that this value is greater than 0.05 (0.288 > 0.05). Thus it can be concluded that the effect of instructional media on student learning outcomes in class X SMAN 1 Kampar Kiri is linearly significant.

Heteroscedasticity Test

The heteroscedasticity test aims to test whether in the regression there is an inequality of variance from the residual of one observation to another. Heteroscedasticity shows the distribution of independent variables. Random causes show a good regression model. In other words, there is no heteroscedasticity.
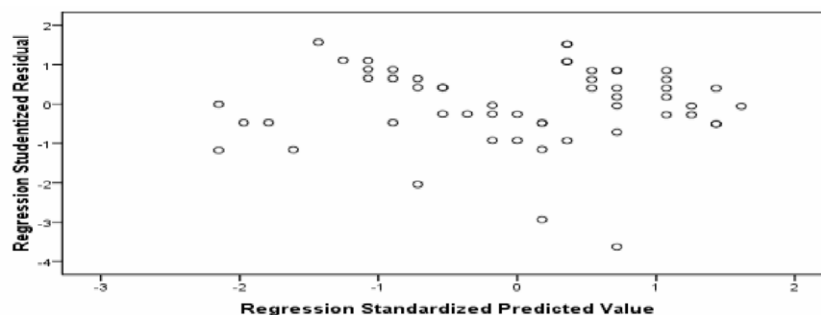
Figure 1. Heteroscedasticity Test

Based on Figure 1, it can be seen in the Scatterplot graphic table that the points spread randomly and are spread both above and below zero on the Y axis. It can be concluded that there is no heteroscedasticity in this regression model.

Multiple Linear Regression Analysis

Simple linear regression analysis is used to analyze the effect of the independent variable, namely the effectiveness of visual learning media. Are the independent variables positively or negatively related. The simple linear regression analysis aims to determine whether there is influence between the effectiveness of learning media and student learning outcomes.

Table 6. Regression Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
			Coefficients[a]			
1	(constant)	4.272	2.317		1.843	.069
	Learning Media Effectiveness	.813	.100	.693	8.101	.000

Based on the regression model above, the multiple regression model is obtained as follows:

1. A constant value of 4.272 means that if there is no effectiveness of learning media, the consistent value of learning outcomes is 4.272
2. The regression coefficient of the variable effectiveness of learning media is 0.813, meaning that for every 1% addition to the effectiveness of learning media, student learning outcomes will increase by 0.813 units because the value of the regression coefficient is positive. So it can be stated that the effectiveness of learning media has a positive effect on student learning outcomes.

T Test

The t test was conducted to see whether the independent variable has an effect on the dependent variable. The condition for accepting and rejecting the hypothesis is the sig value. <0.05, the independent variable has a significant influence on the dependent variable individually. But if the sig. > 0.05, the independent variable does not have a significant effect on the dependent variable individually. The criteria in the test used are if tcount < ttable then H0 is accepted and if tcount > ttable then H0 is rejected.

Table 7. T Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(constant)	4.272	2.317		1.843	.069
	Efektivitas Media Pembelajaran	.813	.100	.693	8.101	.000

Based on the results shown in Table 5, it can be explained that the t-count value of the effectiveness of learning media is 8.101 which is greater than the t-table value of 1.994. With a significant value of the effectiveness of learning media of 0.000, less than a probability of 0.005. So it can be concluded that there is a significant effect of the effectiveness of learning media on student learning outcomes.

CONCLUSION

The effectiveness of visual learning media influences student learning outcomes at SMAN 1 Kampar Kiri. This means that the better the effectiveness of learning media for students, the better the learning outcomes of students in class X SMAN 1 Kampar Kiri. The effectiveness of visual learning media has a positive and significant effect on student learning outcomes. With the effectiveness of learning media can improve student learning outcomes in class X SMAN 1 Kampar Kiri. The effectiveness of learning media on student learning outcomes in class X SMAN 1 Kampar Kiri has a significant effect of 48%. The remaining 52% is influenced by factors other than those not examined.

CONCLUSION

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